

# Teaching ESL students in mainstream classrooms



## A tale of two teachers



# TESMC Project

- TESMC Program
- TESMC in WMR
- School Context
- Participants and approach



# Teaching and Learning Cycle

The teaching and learning cycle promoted through the TESMC course, consists of four stages to scaffold students' understandings of spoken and written texts:

- ***Setting the context***
  - identifying purpose and beginning the research
- ***Deconstruction and modeling***
  - examining the organizational structure and language features of texts, modeling texts, developing a metalanguage
- ***Joint construction***
  - working with students to produce texts, using the metalanguage
- ***Independent construction***
  - supporting students to produce their own texts

(Callaghan & Rothery, 1988; Derewianka, 1990)

Throughout this cycle, students are engaged in a range of contextualized learning tasks which help them to make connections between speaking and listening, reading and writing in English.

# TESMC in the Prep Classroom





# TESMC

- Implementing the TESMC ideas in my classroom meant that the strategies and practices promoted in the course needed to be adapted to cater for learners in the early stages of literacy development.
- With the help of Carmel, I was able to apply the principles to my teaching practice.
- My target was the English language and literacy needs of my ESL students.
  - As students were at differing stages of ESL development, my main concern was to target those students who were struggling with the demands of English language and literacy in my classroom.



# Background

- Team teaching situation
- 44 students
- 2 teachers
- 1 teacher aide (5 hours per week)
- Approximately 25% of students come from a background other than English
  - 5% of these students started Prep with no English
- Most of the ESL students in our class were born in Australia, however their exposure to English models of language prior to school was limited.



# Term 3 - Fairytales

**Aim - To support students to be able to respond to fairytales shared in class.**

In particular, I wanted students to be able to:

- recognise the main characters, settings and events;
- describe the appearance/characteristics of main characters;
- describe events which occurred in the story and retell the story in their own words.

# Term 3 - Fairytales

The emphasis was on oral language so that students would:

1. be exposed to models of language needed to complete the task;
2. be exposed to English language structures through interactions with their teacher and peers;
3. have rehearsed the language that they would be required to use in literacy-based tasks.

Students had an opportunity to listen to the language and practise and recycle the language in supported situations before they were expected to attempt any related written tasks.

Models of English language structures and language were provided by the teacher and peers:

- for example: subject/ verb/ object, 'Jack stole the harp';
- simple past tense 'The goats ate the grass';
- adverbial phrases of place 'The first Billy Goat Gruff walked *over the bridge*';
- temporal connectives 'then', 'after that'.





# Setting the context

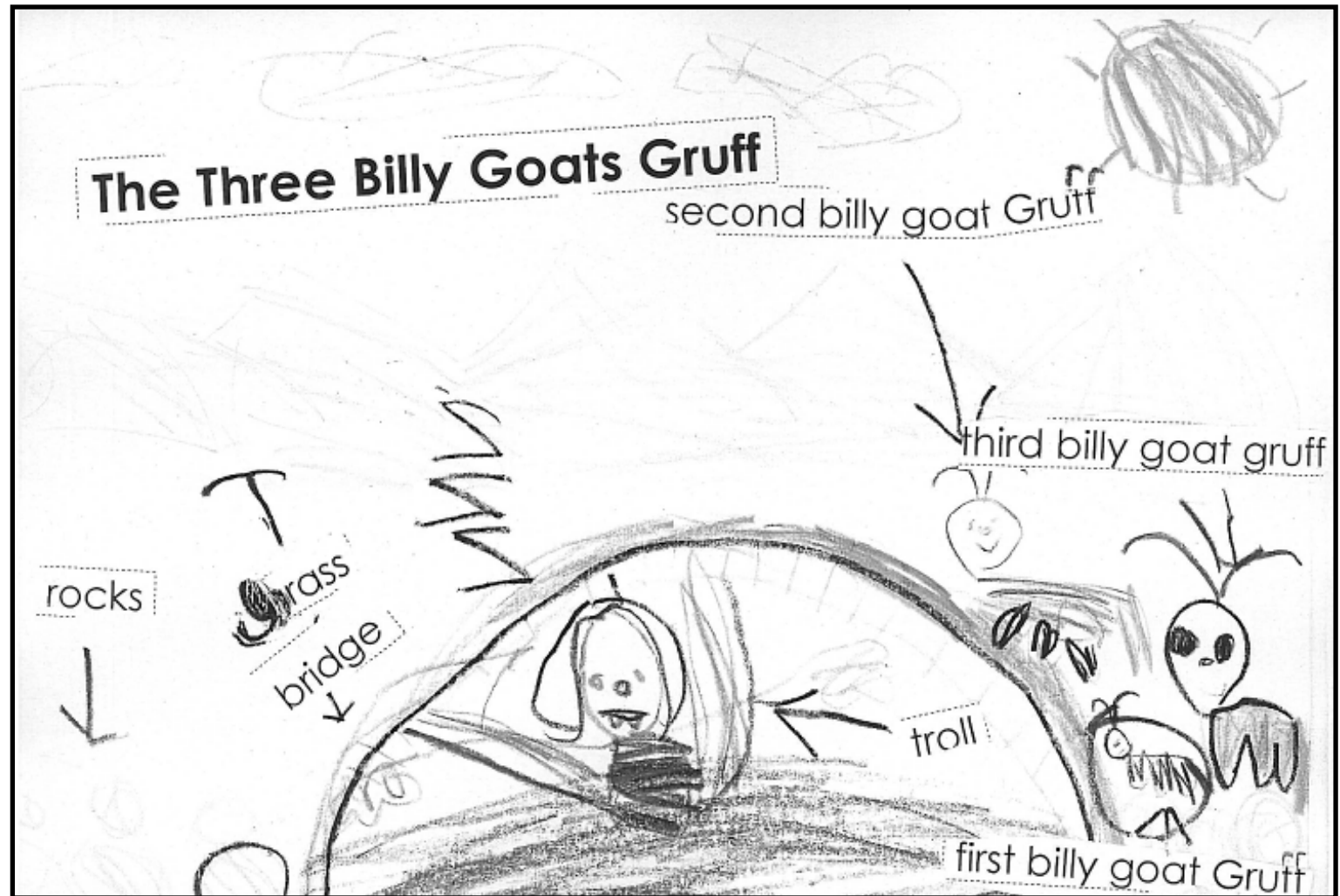
## **What is happening at this stage?**

- Finding out what students already know
- Engaging students and establishing a purpose in a non threatening setting

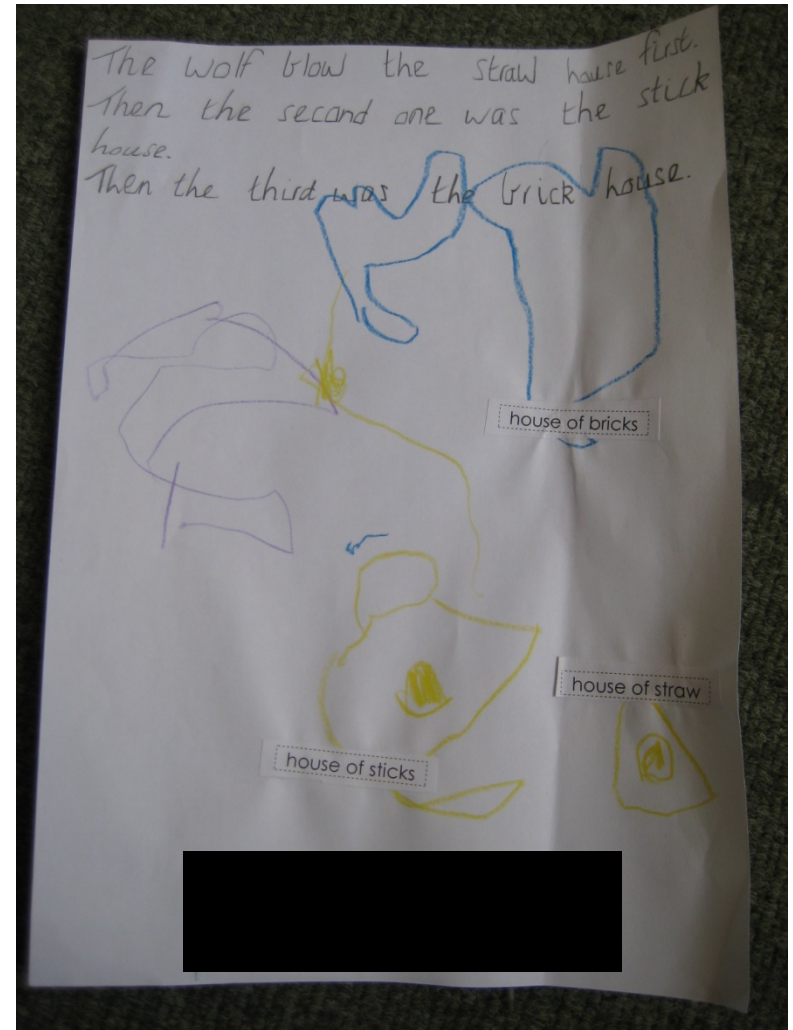
## **What are we achieving?**

- Including the diversity of our students
- Enhancing prediction and comprehension skills

# Pre-teaching/setting the context

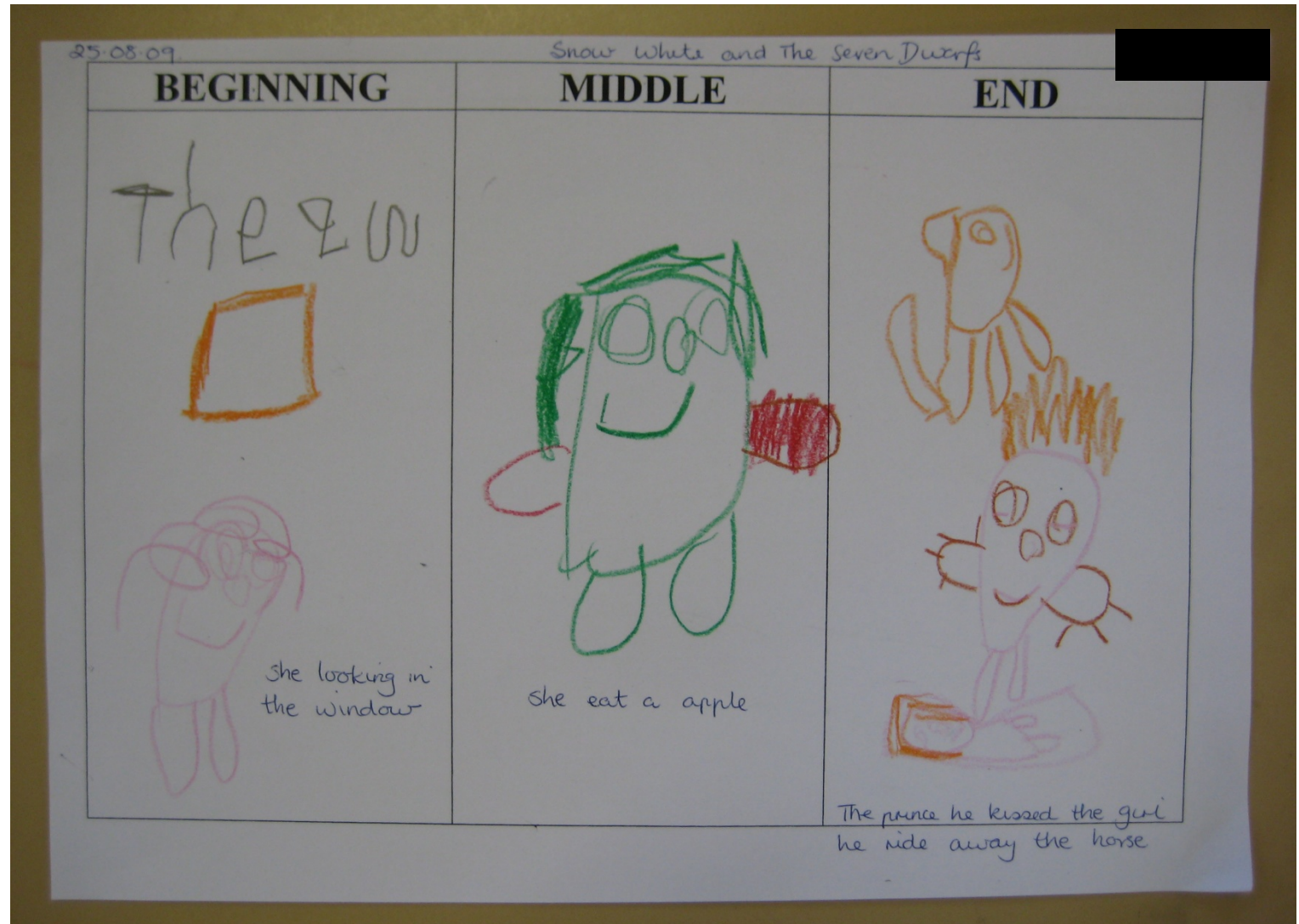


# Pre-teaching/setting the context





# Pre-teaching/setting the context



# Pre-teaching/setting the context



# Setting the context - language experience





# Deconstruction and modelling

## What is happening at this stage?

- Examining the structure of model texts
- Looking at language choices
- Modelling text production

## What are we achieving?

- Making explicit the patterns in texts and expectations of tasks
- Enhancing the ability to understand and produce spoken and written texts

# Deconstruction and modelling

## GINGERBREAD RECIPE

### Ingredients:-

125 grams of butter  
2 tablespoons of golden syrup  
3/4 cup of sugar  
1 beaten egg  
3 cups of self raising flour  
Pinch of salt  
2 teaspoons of ground ginger

### Procedure:-

1. Melt butter and golden syrup
2. Add sugar and egg and mix
3. Add flour, ginger and salt
4. Knead mixture lightly on floured board
5. Roll out gently
6. Cut and decorate with sultanas
7. Bake at 160C for 12-15 minutes.
8. Cool and eat





# Joint construction

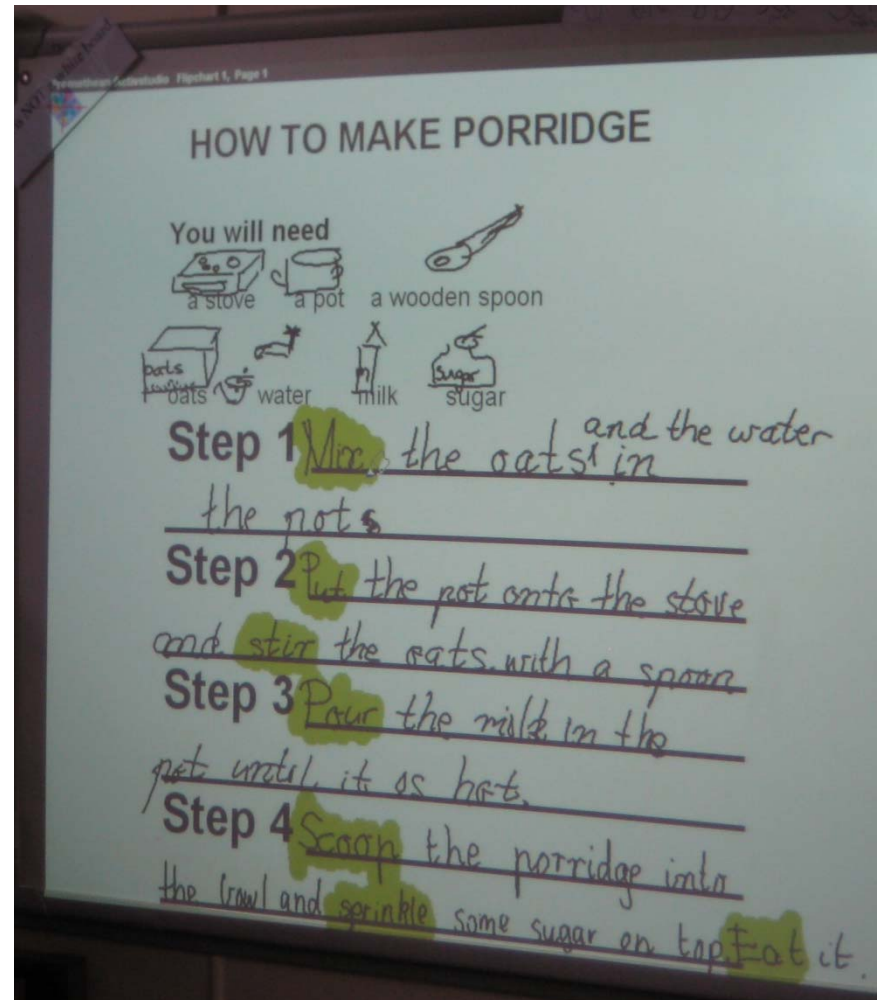
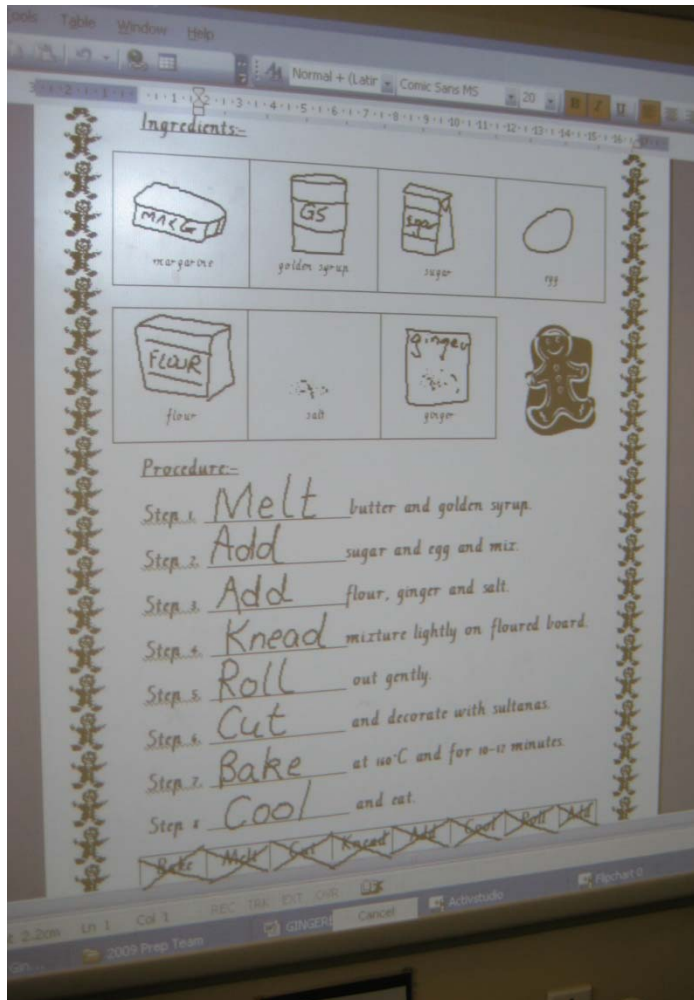
## What is happening at this stage?

- Working with students to jointly produce a text
- Drawing on shared understandings about the topic and the text

## What are we achieving?

- Creating an opportunity to participate in successful text construction
- Showing students the decisions made in constructing a successful text
- Providing a scaffold

# Joint construction





# Independent construction


## **What is happening at this stage?**

- Supporting students to produce their own texts
- Providing feedback based on shared understandings

## **What are we achieving?**

- Supporting and guiding students in applying new understandings of topic and the text
- Providing explicit feedback on how to improve the text

# Independent construction

GINGERBREAD RECIPE			
<u>Ingredients:-</u>			
margarine	golden syrup	sugar	egg
<div><div></div><div></div><div></div></div>			
flour	salt	ginger	
<u>Procedure:-</u>			
Step 1. _____ butter and golden syrup.			
Step 2. _____ sugar and egg and mix.			
Step 3. _____ flour, ginger and salt.			
Step 4. _____ mixture lightly on floured board.			
Step 5. _____ out gently.			
Step 6. _____ and decorate with sultanas.			
Step 7. _____ at 160°C and for 10-12 minutes.			
Step 8. _____ and eat.			
Bake	Melt	Cut	Knead
Add	Cool	Roll	Add

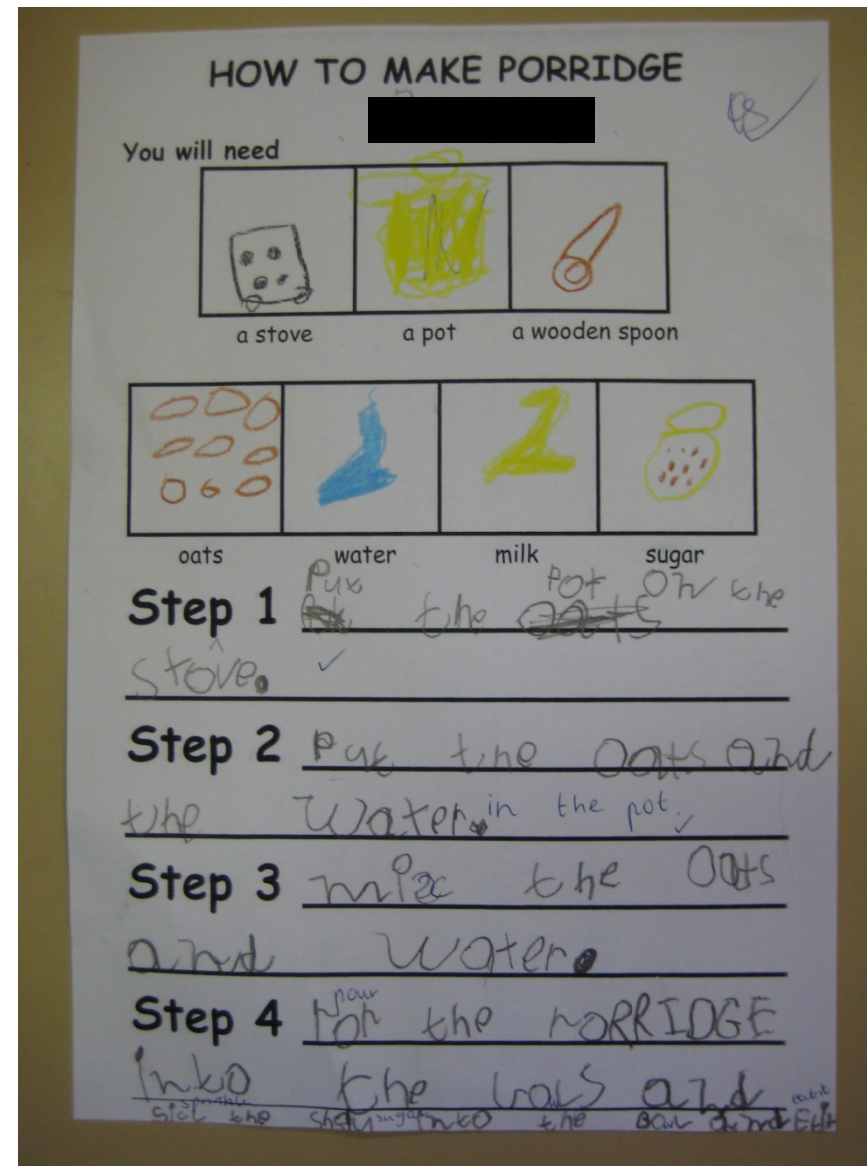
# Independent construction

**STEP 1 - Put** the pot on the stove.

**STEP 2 - Put** the oats and the water (in the pot).

**STEP 3 - Mix** the oats and the water.

**STEP 4 - Pour** the porridge into the bowls and **sprinkle** the sugar into the bowl and then **eat** it.

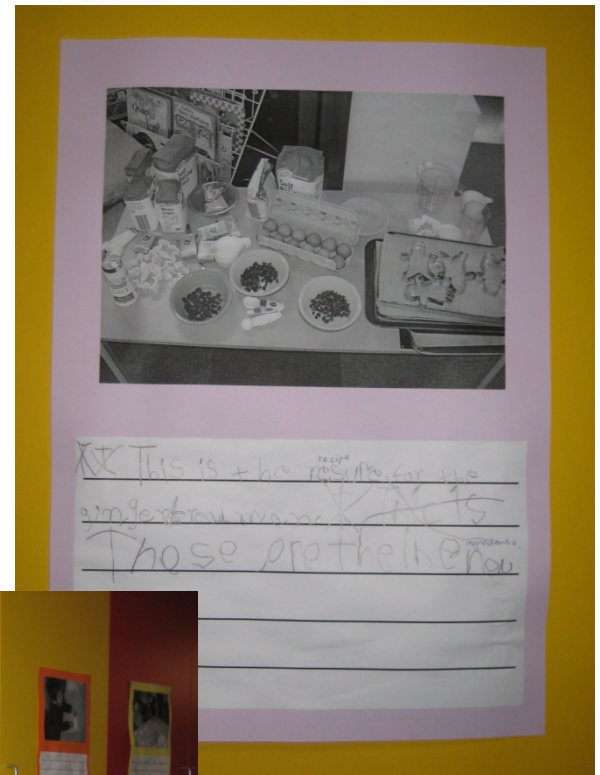
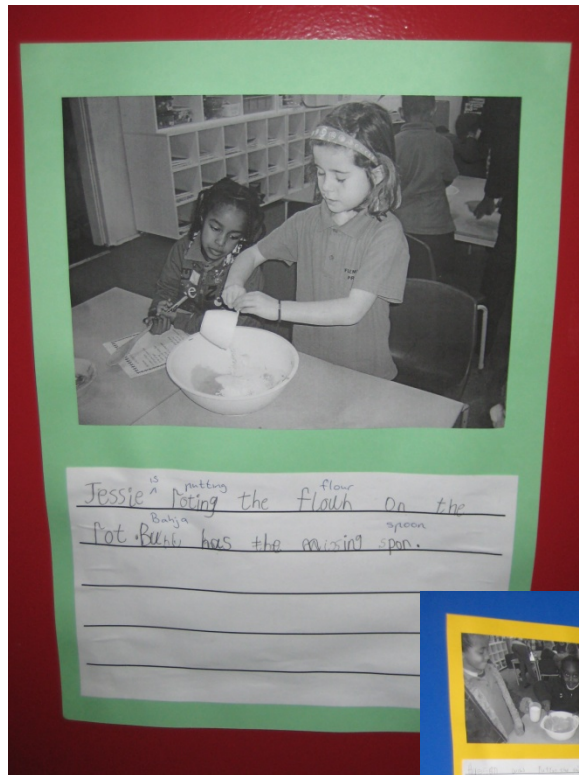




# Joint/independent construction



# Sharing



# Patterns of English language

1. a gingerbread man. made The farmer's wife

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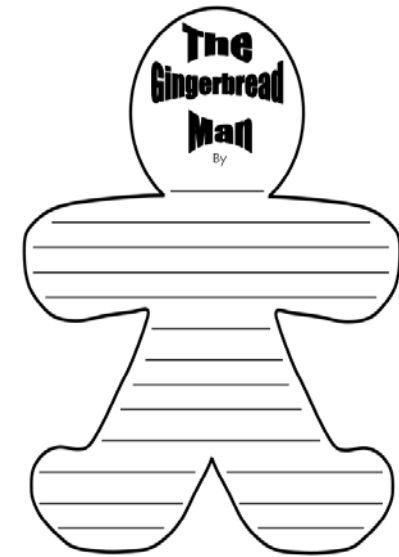
2. The gingerbread man a cow. saw

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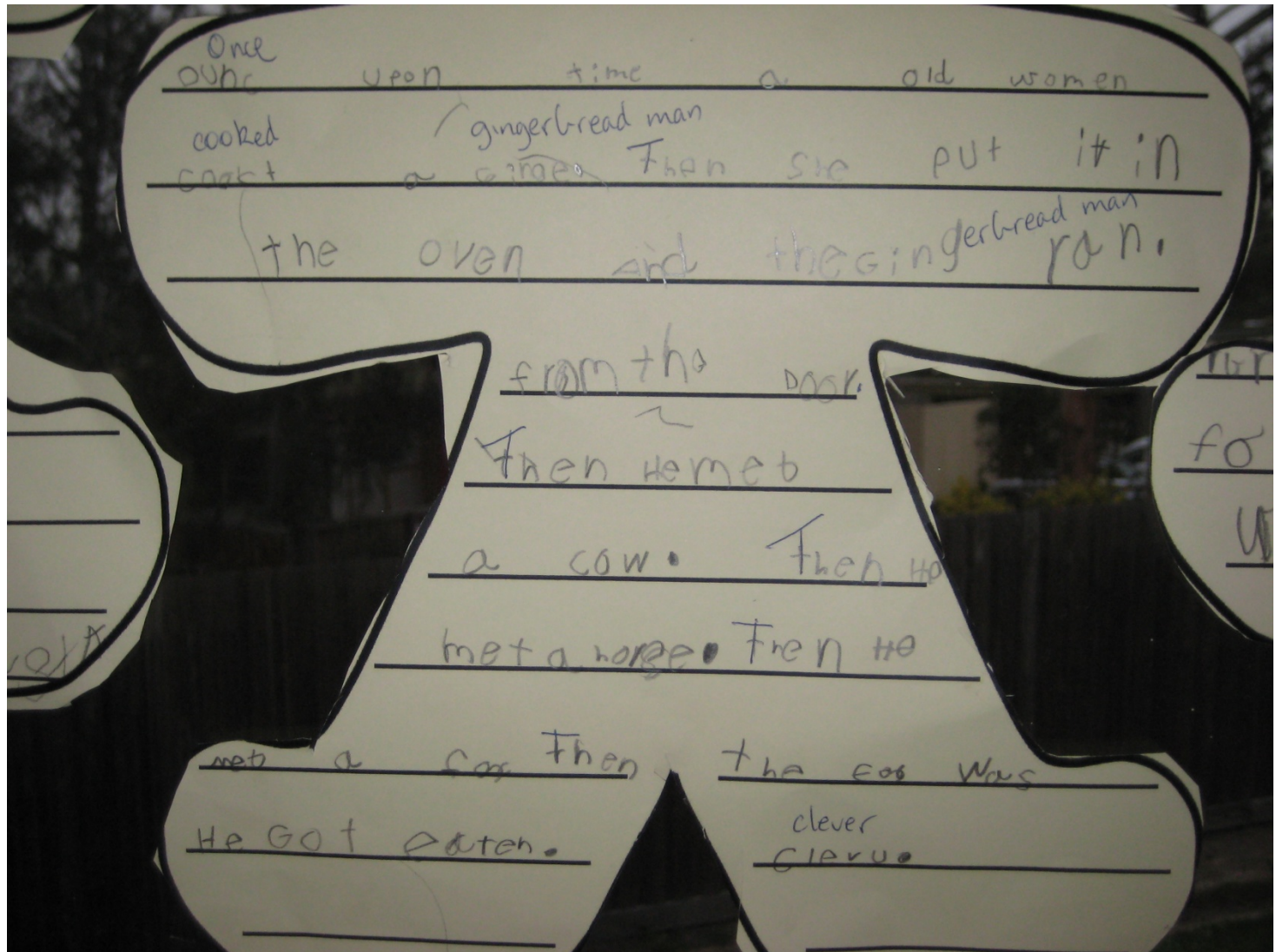
3. chased The cow the gingerbread man.



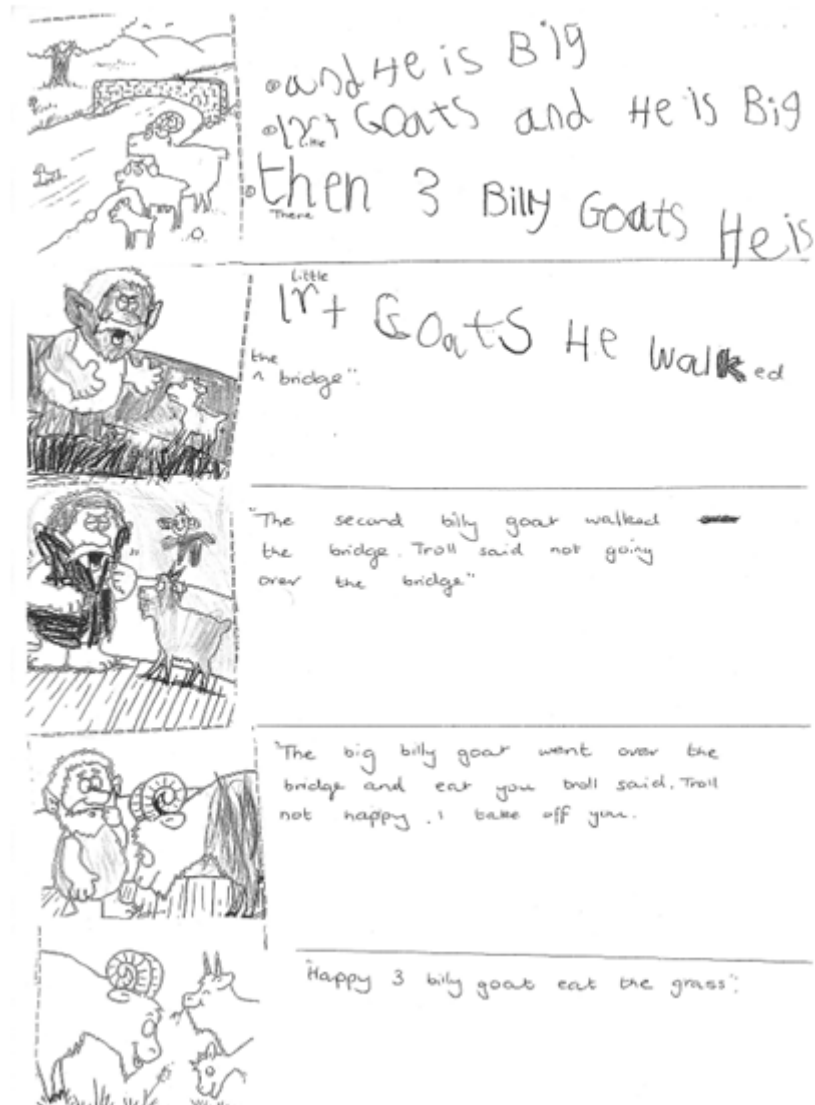
# Modelling/joint construction



# Independent construction

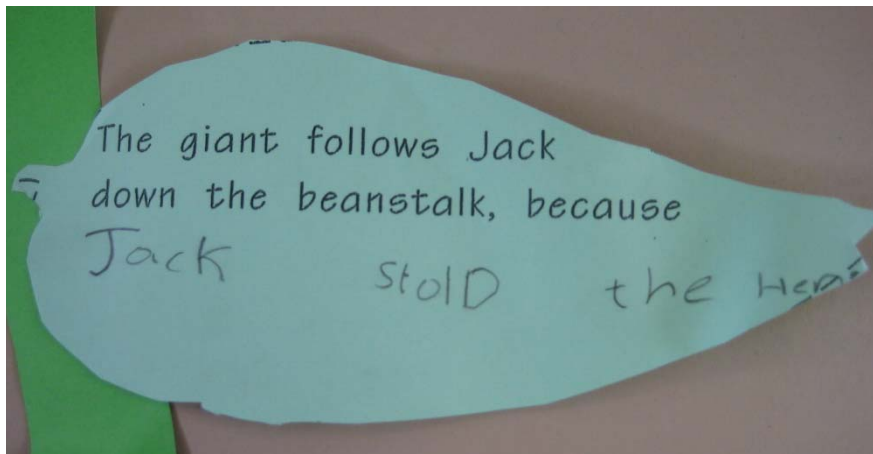
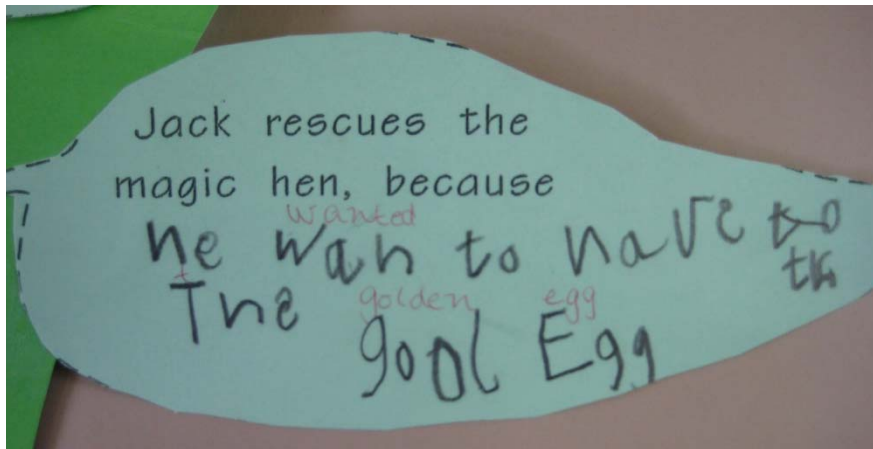


# Independent construction

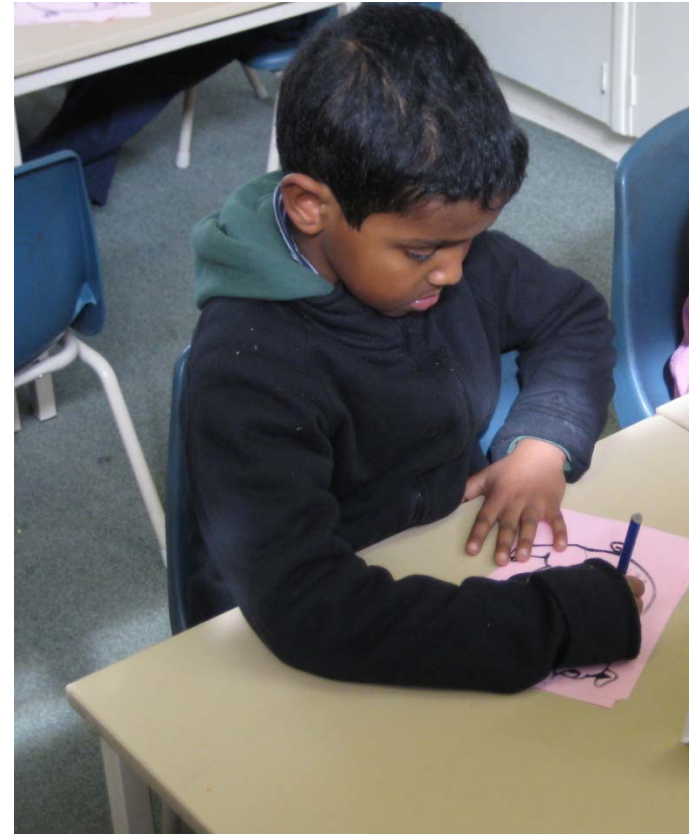




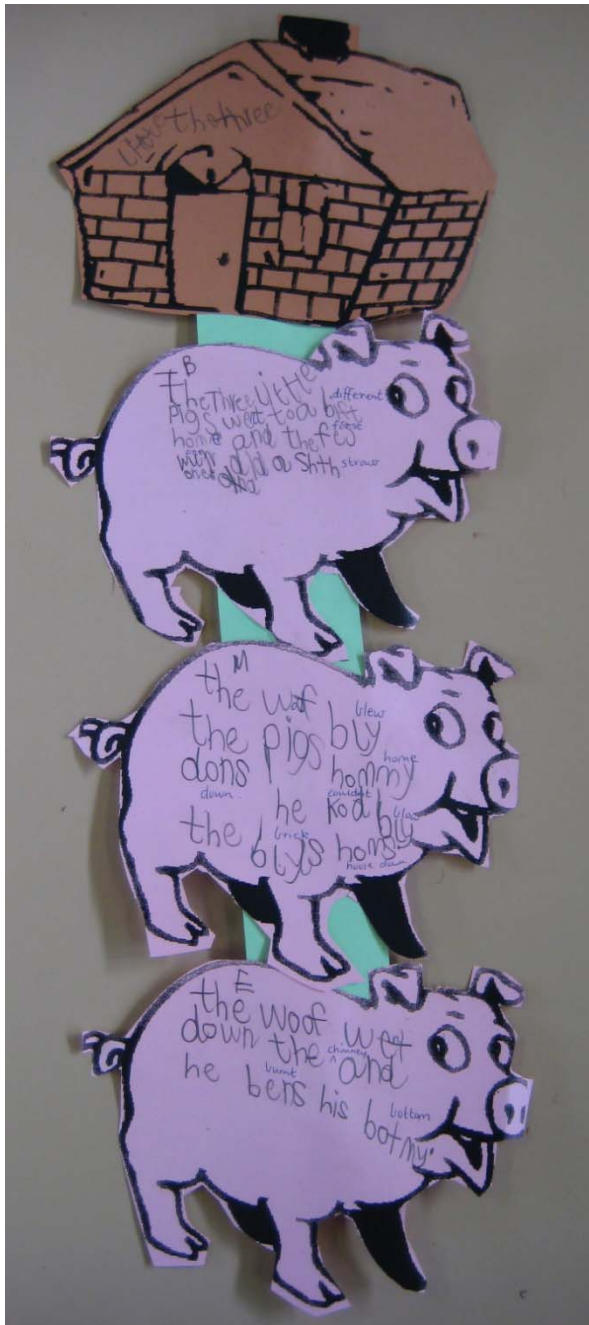
# Independent construction



# Independent construction



# Independent construction



- The three little pigs went to a first home and the first one did a straw one.
- The wolf blew the pigs home down he couldn't blow the brick house down.
- The wolf went down the chimney and he burnt his bottom.

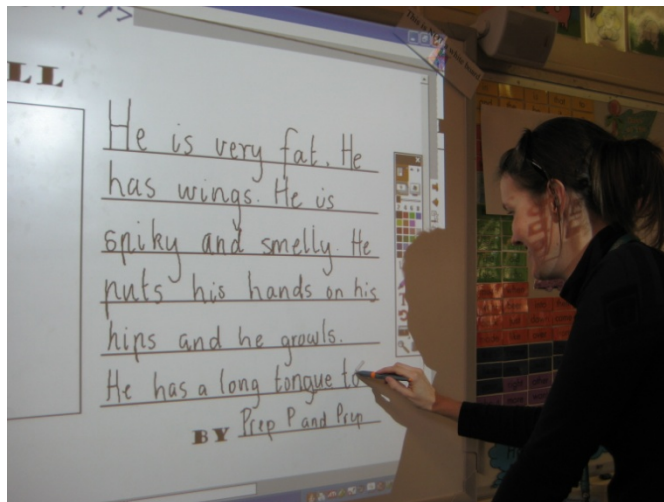
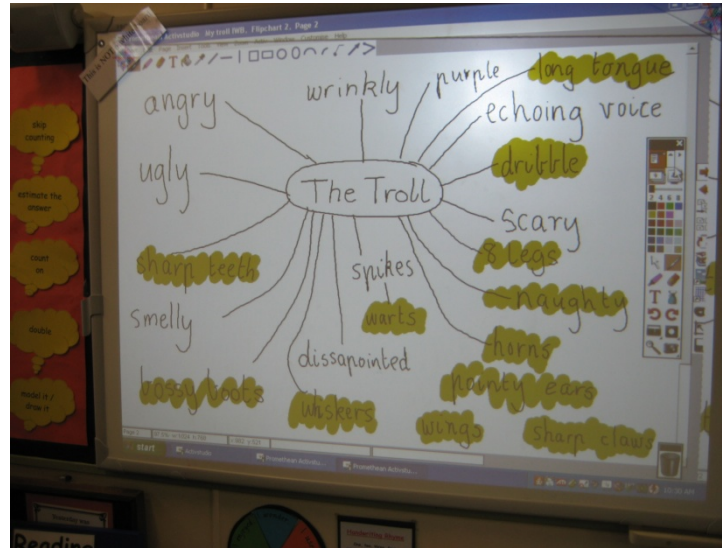


# Independent construction

- The mother pig told them to make their own houses.
- The first and second pigs like to play so their houses are not strong. Then the wolf came.
- The third pig worked hard all day so his house is strong. The wolf not get them.



# Modelling/joint construction





# Independent construction



# Speaking and listening





# Speaking and Listening

**FBG:** Once upon time there 3 goats.

***FBG walks over bridge.***

**TROLL:** Hey who is that on my bridge? I gunnna gobble you up.

**FBG:** No

**TROLL:** Ah ah, off you go.

***FBG walks over bridge and SBG arrives.***

**TROLL:** Who that on my bridge?

**SBG:** Middle size gruff

**TROLL:** I gunna gobble you up. Off you go.

***SBG walks over bridge, TBG arrives.***

**TROLL:** Who's that my bridge?

**TBG:** Is the big billy goat gruff

**TROLL:** I gunna gobble you up

**TBG:** You can't gobble me up. I bigger than you.

***TBG knocks troll off bridge***

**FBG:** The end



# Key Understandings

## Importance of:

- Oral language in the classroom
  - in particular the opportunities that language experience provides
- Allowing students time to listen, practise and recycle language before attempting written tasks.
- Setting classroom activities that scaffold all students' learning.
- Having high expectations

# TESMC in the Grade 3/4 Classroom





# Language backgrounds and language acquisition

- In TESMC we learnt that a student's proficiency in their first language will affect their success in learning other languages.
- Students who can read and write in their first language are likely to find learning to read and write in another language more accessible.
- Students should continue to develop their first language.
- Teachers should acknowledge this research by learning about their student's prior language experience.



# Sunshine Wheel

- Many ESL students will have different home experiences from other students. They may have the role of translator, carer or other domestic responsibilities. These many roles make up their identity. It is important for teachers to learn about these.
- Having each student in your grade create a sunshine wheel is one way of finding out this information.
- Student's photograph is placed in the middle of the page.
- Encourage students to write in any other language they speak and to include facts about home responsibilities.



Age Group	Don't know	Not a fan	Dislike	Like	Love
18-24	1%	1%	1%	1%	1%
25-34	1%	1%	1%	1%	1%
35-44	1%	1%	1%	1%	1%
45-54	1%	1%	1%	1%	1%
55-64	1%	1%	1%	1%	1%







# The importance of talk

- Small group activities allow for students to experiment using different language structures, vocabulary and to have these modelled to them.
- There are a variety of activities that you can use on a regular basis to allow for this.
- Here are some activities I have used in my grade to encourage talk, the more often they are used, the more confident children become in their speaking and listening.



# Activities for talk in the classroom

- **Timed Round Robin:** in groups of four, students are given one minute (less or more according to age) to talk about a particular event (e.g. their weekend). Other students listen to the student and then have their turn. I use this before journal writing, to give students an opportunity to talk about their weekends before writing. (Kagan, S. 2008)
- **Mystery picture race:** similar to describe and draw. Students work in pairs. One student has access to the secret image and the other is the drawer. Student one looks at the secret image and returns to their spot to describe it to the other student who needs to draw it. About three quarters into the time allocation, students swap roles. A prize can be given to the pair who recreates the image with the most accuracy.
- **Describe and draw:** students work in pairs. One student has a secret image; the other has a piece of paper and pencil. The student with the image describes it. The second student must draw what the first student describes. This activity is good for directional language (e.g. at the top left of the page) and descriptive language (e.g. draw a small, red square).
- **Directional language game:** use class “robot” (a student who must follow instructions) or bee-bot (programmable floor robot). Using mathematical and directional language, students instruct the “robot” or bee bot to get to a certain destination. (e.g. take three steps left, take five steps right OR FOR UPPER LEVELS take three steps west, take five steps east, take six south west).



# Explicit teaching

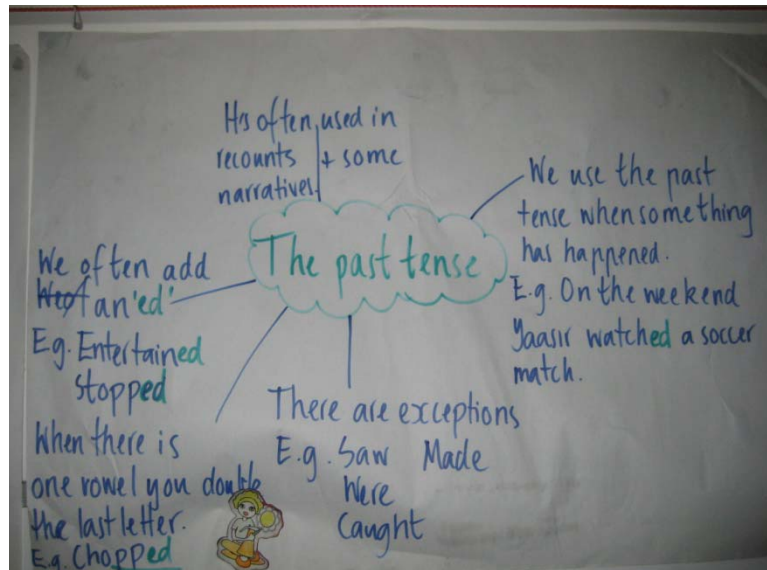
- Speaking English as a first language means that language choices are often natural and unconsidered – we say what sounds right.
- ESL students do not have this same reference point and so teaching needs to become more explicit.
- We need to denaturalise that which comes naturally to us, in order to unpack it for the children.



# Explicit teaching of grammar and vocabulary

- Each week before journal writing, a grammar focus allows me to explicitly teach grammar and sometimes spelling in a meaningful context.
- Creating class posters gives children an opportunity to refer back to previously covered concepts.
- Posters are also an effective way of recording maths vocabulary.

# Examples of posters

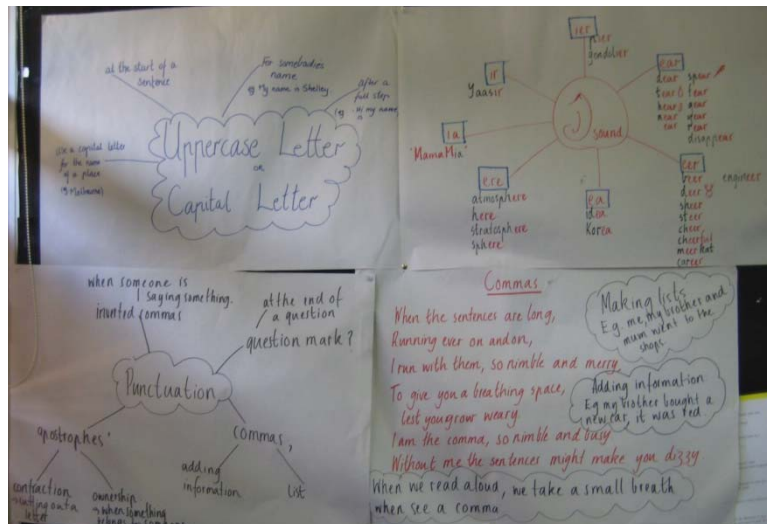


When do we use 'est'?

So When someone or something is the most of something. E.g. tallest, brightest, darkest. This is called a superlative. There needs to be more than 2. E.g. good, better, best.

When do we use 'ist'?

We add 'ist' to a root word when you can be this thing. E.g. jobs - artist, dentist. political/ideological alignment communist, fascist.



words that end in -ible are Latin based

ible	able
sensible	considerable
possible	reasonable
responsible	readable

**ible/able**

there are more words that end in -able than -ible

when a word ends in -able you can 'do' it. E.g. laughable, considerable

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# Vocabulary walls in numeracy

**Multiplication strategies**

- lens and ones  

$$\begin{array}{r} 42 \times 40 \\ 4 \times 4 \end{array}$$
- inverse operations  
 $15 \div 3 = 5, 5 \times 3 = 15$
- formal process  

$$\begin{array}{r} 2 \\ 15 \div 3 = 5 \\ 5 \times 3 = 15 \end{array}$$
- using arrays  
 $2 \times 3 = 6$
- repeated addition  
 $15 + 15 + 15 = 45$
- breaking down the problem  
 $15 \div 3 = 5$
- skip counting  
 $5, 10, 15, 20$
- doubling  
 $2 \times 3 = 6$
- rounding  
 $5, 10, 15, 20$

**Fun Tables**

**Right angles;**  
 There are  $90^\circ$  in right angles.  
 We can make right angles by halving a straight ( $180^\circ$ ) angle.

E.g.

Some real-life examples:

- The vertices of the speaker
- Books
- Door
- Parking lot
- Windows
- White board
- Table
- Fan
- 3 o'clock + 9 o'clock
- Pencil case
- The right angle symbol

**Obtuse angles;**  
 An obtuse angle looks like a banana chair

They have more than  $90^\circ$  but less than  $180^\circ$ .

**Acute angles;**  
 An acute angle is less than  $90^\circ$ , so it is  $1-89^\circ$ .

If you look at a bird's beak it is an acute angle.

Acute angles are small. Normally small things are cute.





# Explicit teaching of genre

- In term three in my grade 3/4 class 2008, we focussed on The Olympics. Over this term we (my team teaching colleague and I) worked with Carmel to apply some of the learning from the TESMC course.
- To contextualise the unit, in term 2 we had looked at biographies and had a whole text focus. We used activities such as the dictogloss and reconstructing whole texts to give students an understanding of the overall structure of biographies. We noticed that the structure of their texts was appropriate, but their writing at the sentence level was not as informed. We decided to focus on word choice in our unit on the Olympics, our text type was persuasive.

# Task – Alien Olympics

## Alien Olympics

Aliens have landed in the school playground. They have been visiting Earth over the past 100 years to watch the Olympic Games and the lead up activities – now they want to make some changes!

They think it would be better if the Olympic Flag was black with pictures of their spaceship and themselves on it.

They think that we should stop the torch relay immediately as it is a waste of time.

They would like to light the Olympic Flame from space by zapping it with a laser for the opening ceremony.

Your task is to explain to the Aliens why they are not going to be able to change the flag, interrupt the torch relay and light the cauldron for the Opening Ceremony from space.



FEATURE	WINNER! You get the Gold Medal 20 points	GREAT EFFORT! Silver Medal 12 points	GOING WELL! Bronze 5 points	NOT SO GOOD. No medal this time 2 points
Group Work	All members on task all of the time.  Team members resolve issues in a responsible manner.	Team members generally on task.  Team relies on the teacher to solve problems.	Team members often not on task and require leader assistance to work.  Teacher need to intervene to solve problems.	Team members rarely on task.  Teacher ends up separating members of the group.
Flag	Correct colours and rings in the correct order.  Flag at least A3 size.  Not smudged.	Colours correct but rings in wrong order.  Flag at least A4 size.  Some smudges.	Colours incorrect and rings in wrong order.  Flag smaller than A4.  Lots of smudges.	No flag handed in.
Torch	A4 picture of the Olympic Flame or the Belling Olympic Torch from the Internet.	Hand drawn picture of the Olympic Flame or Torch but well drawn and neat.	Messy hand drawn image of the Olympic Torch or Flame.	No picture of the Olympic Torch or Flame.
Arguments	At least three reasons against each of the Aliens' requests.	Two reasons against each of the Aliens' requests.	One reason against each of the Aliens' requests.	No reasons against the Aliens' requests.
Adherence to Rules	Team followed all the rules all the time.	Team had less than 3 rule infringements.	Team had 3 to 5 rule infringements.	Team had more than 5 rule infringements.
Creativity/Imagination	Teacher to award points			

### Rules

- Only one team member may be out of their chair away from team table at any one time.
- Only one team member may work on the computer at a time.
- Materials will only be able to be given to the team at times specified by the teacher. The use will be clearly displayed on the board at the start of the session. Team members requiring materials will need to have what they need clearly written on a piece of paper.
- One point will be removed from a team each time they need to be asked to be quiet.
- Bonus points may be awarded as the teacher sees fit.

### What Do I Need To Do?

1) Click here to go to the [Summary Page](#) – print it out

2) Go to the following sites: [The Olympic Flag](#)

[Olympic Torch Relay](#)

[Lighting the Cauldron](#)



You can also use books from the classroom and the Library.

3) Put your information onto your summary sheet...use key words.

4) Use this summary information to prepare your explanation to the Aliens.

### How Can I Present This?

You can present your explanation:

- Orally with pictures, posters and drawings
- In a slide show (eg. Kid Pix or Hyper Studio)

Your presentation must include:

- a picture of the Olympic Flag
- your summary sheet with information you gathered
- a point by point argument against each of the Aliens' proposed changes (ie why the proposed change is worse than the original)







# Persuasive writing

- **Setting the context – finding out what students know, engaging students and establishing a purpose, enhancing prediction and comprehension.**
- Activity 1: Looking at the different kinds of questions – what do we already know about questioning? What are the different kinds of questions and how do we answer them?

# Looking at different questions

## On the Ning Nang Nong

On the Ning Nang Nong  
Where the Cows go Bong!  
and the monkeys all say BOO!  
There's a Nong Nang Ning  
Where the trees go Ping!  
And the tea pots jibber jabber joo.  
On the Nong Ning Nang  
All the mice go Clang  
And you just can't catch 'em when they do!  
So its Ning Nang Nong  
Cows go Bong!  
Nong Nang Ning  
Trees go ping  
Nong Ning Nang  
The mice go Clang  
What a noisy place to belong  
is the Ning Nang Ning Nang Nong!

**Spike Milligan**

3. What do the monkeys do?
4. Why do the teapots go jibber jabber joo?
6. Why do the mice go clang?
5. How do you think the cows feel about the Ning Nang Nong?
7. Why do you think Spike Milligan wrote this poem?
8. What if you visited the Ning Nang Nong, would you like it there?

Literal	Inferential	Evaluative

- Literal questions:**
1. Is when the answer is in the sentence or the text.
  2. Is a question where the answer is directly in the text
  3. The literal question's answer is exactly in the text.

- Inferential:**
1. There are clues in the text, use the clues to get the answer.
  2. Looking for clues in the sentence to answer the question.

- Evaluative:**
1. Your own opinion on the text
  2. Answered by giving your opinion.
  3. An educated and informed opinion about the text
  4. A question that asks your opinion based on the text.

*Opinion then backup/proof from text.*



# Setting the context continued

- Activity 2: Students read a short text about the Olympic rings and develop literal, inferential and evaluative questions based on the text.



# Persuasive writing

- **Deconstruction and Modelling – examining the structure of model texts, looking at language choices, modelling text production, making explicit the patterns in texts, developing a shared metalanguage.**
- Activity 3: students pair up and interview each other. Focus is on evaluative questions and answering these, not only with opinions, but with proof or evidence to back up the opinion.
- Activity 4: introducing persuasive texts, explore the purpose of persuasive texts via websites, deconstruct persuasive texts to identify argument (usually in the topic sentence) and subsequent proof. Students then complete similar task independently.



# Modality

- Activity 5: the purpose of a persuasive text is to convince other people of your opinion. So the language you use needs to be convincing. Modality allows an author to demonstrate the level of their commitment to an idea. Students were introduced to a range of words and asked to classify them as high, medium or low.



# Modality in persuasive writing

In persuasive writing, we use stronger words in order to be more convincing. By using stronger words, the writer lets the reader know how strongly they feel about the subject.

Which of these sentences is the most convincing?

3. Perhaps the Olympic Flag may not change, because it represents all nations. Least convincing

1. The Olympic Flag does not need to change because it represents all nations.

2. The Olympic Flag must not change because it represents all nations.

4. The Olympic Flag shall not change, because it certainly does represent all nations. Most convincing

Extend Page

Sort these words into three categories according to how convincing they are.

Category 1: High  
Category 2: Middle  
Category 3: Low

Must      May      Might

Will      Can      Ought to

Could      Would

Has to

Need(s) to      Should

Shall

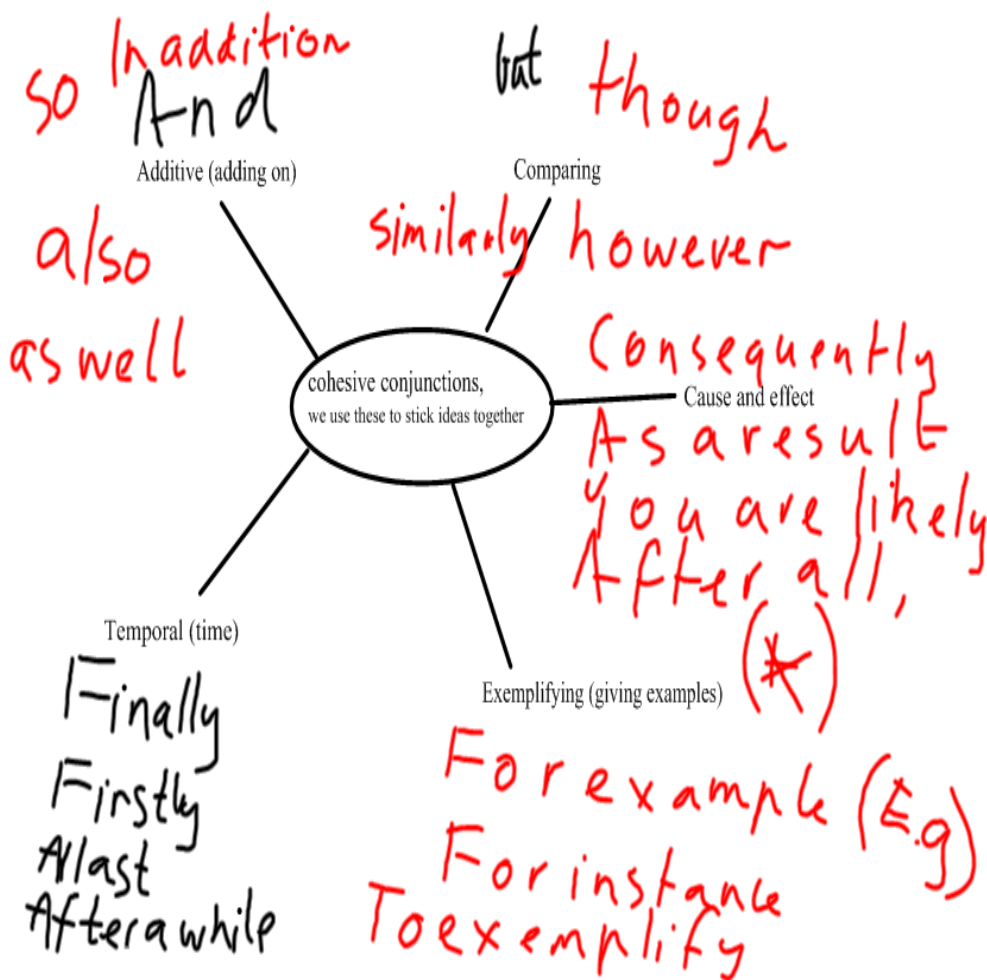
Extend Page



# Cohesive conjunctions in persuasive writing

- Cohesive conjunctions are used in persuasive writing to link ideas.
- Activity 6: looking at cohesive conjunctions, the different categories and giving examples of each term.

# Cohesive conjunctions



Comparing and contrasting	Cause and effect	Exemplifying	Temporal	Additive
However, Similarly, In contrast, Likewise,	As a result, Consequently, To this end, After all,	For example, To exemplify, For instance, In other words,	Initially, After a while, Finally, In the end,	As well, Moreover, In addition, Furthermore and also



# Cohesive conjunctions

- Activity 7: reading a persuasive text, identify cohesive conjunctions and use these to make more accurate predictions. Students can also use highlighters to show which ideas are being linked.



# Persuasive writing

- **Joint construction – working with students to jointly produce a text, drawing on shared understandings about a topic, create opportunities for successful text construction.**
- Activity 8: students think about an issue (in this case the Olympic cauldron and why it should stay the same) and consider the main points and evidence to back up the argument.



# Persuasive writing table

Reason why the lighting of the Olympic Cauldron should not be replaced with an alien ceremony.	Evidence or back up.
Because it (the lighting of the cauldron) is special to the Olympics.	It is an important tradition upheld by many people. It is a tradition that we have had for a long time, <b>in fact</b> it has been a tradition since the Ancient Olympic Games.
Because every time we light the flame it is different.	When they light it, it is exciting for example the Barcelona Olympics when the arrow lit the cauldron or the Sydney Olympics.
Because otherwise we couldn't have the torch relay.	There would be no flame, it is the finale to the relay.

Comment [d1]: The cohesive conjunction tells us that we will read a fact that supports the idea. It's an example, so it's exemplifying.

# Joint writing

- Activity 9: Use this table to jointly construct a paragraph on why the Olympic cauldron should stay the same.

I **believe** the lighting of the cauldron **must** not be changed because it is special to the Olympics. The lighting of the cauldron is an important tradition upheld by many people across the world. **In addition** it is a tradition that we have had for a long time, **in fact** it has been a tradition since the Ancient Olympic Games.

**Comment [cl1]:** Use of strong language.

**Comment [cl2]:** Use of strong language.

**Comment [cl3]:** Example of a cohesive conjunction

**Comment [cl4]:** This cohesive conjunction tells us that we will read a fact that supports the idea. It is an example, so it is exemplifying.




# Persuasive writing

- **Independent construction – supporting students to produce their own texts and providing feedback based on shared understandings**
- Activity 10: students work independently on their projects.
- Activity 11: student conferences – they share their work with another group and give warm and cool feedback.
- Activity 12: editing and good copies.


# Independent construction

Reason why the Olympic Flag should not be replaced with a picture of an Alien Spaceship.	Evidence or back up.
Because if we don't put the flag up. No one would know.	Because there is one would not be the olympic <sup>people who</sup> expect the are doing it all the colour <sup>are</sup> in each countries flag.
The Olympic flag represent all nation	
if it was an alien flag flying it wouldn't mean anything.	Because the olympic is <del>the</del> flag that has flown since 1920.
Reason if we put up an alien flag people might get angry.	the mark how do it by hand people would think so and people will get scared and run away back to they were
back up Because the alien put there flag so we can see it.	

# Independent construction



## The Olympic Cauldron




The reason we should not take away the Olympic Cauldron is because it means a lot to people around the earth. Plus , if we take away the cauldron there would not be a torch relay. **WHY THE ALIENS SHOULD NOT ZAP THE CAULDRON TO LIGHT IT.**

If the aliens zap the cauldron to fire the whole stadium could explode, and people could die!!!


## The Olympic Flag



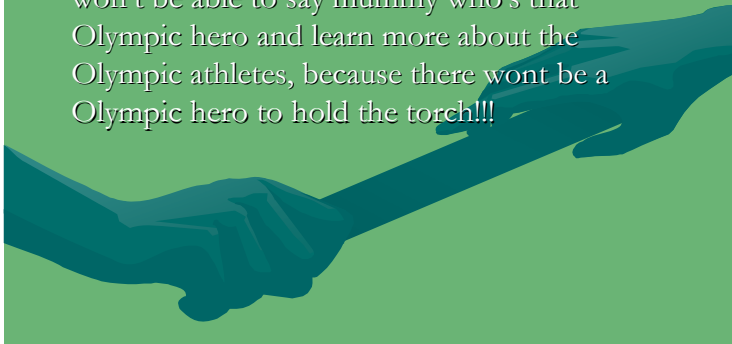
The Olympic flag must stay the same because the Olympics has absolutely nothing to do with aliens and space ships, and if we were to have anything similar to that we would have cars and humans!



## The torch relay



If we didn't have a torch relay little kids at home won't be able to say mummy who's that Olympic hero and learn more about the Olympic athletes, because there wont be a Olympic hero to hold the torch!!!







# Strengthened knowledge, skills and understandings

*One thing that I've done in my reading groups is a lot more verbal and oral language talk, so much more talking, supporting them a lot more in their language. Whereas I don't think I was doing that as well beforehand. I was more focused just on the task at hand whereas now I'm breaking it down a bit more ...tackling the task later on down the track, giving them more support and I'm going to continue that because I've found that it's really worked.*

(Prep Teacher)

*While my activities used to be fun and engaging and interesting, they didn't move on from each other. They didn't have a strong structure. I feel that now that when we plan a unit, I've got a really strong idea of the language focus that I want them to achieve and I teach it much more explicitly, building up to that rather than just offer a whole bunch of activities that are on that topic but aren't as connected. And I feel that ESL's really given me a framework to do that so starting off with a lot of oral language and discussions, and moving into modeling and constructing and deconstruction and shared writing and then independent writing...has really helped me in my literacy planning.*

(Grade 3/4 Teacher)

# Perceived benefits for all learners

T: *Teacher points to first picture*

*What did she find?*

J: *She find ...hesitates. Teacher asks class to help, students say 'wheat'...*

J: *wheat*

*Teacher points to the next picture*

J *She find wheat in the water. (She watered the wheat)*

*Teacher points to the next picture*

J *She cutted it.*

*Teacher points to the next picture*

J *She flour.*

T *She made the flour.*

*Teacher points to the next picture*

J *She mix.*

*Teacher points to the next picture.*

*J hesitates.*

T: *What is she eating?*

J: *Bread*

vocabulary items of the story in her retell, for example, 'she', 'water', 'cutted', 'flour', 'mix'

generalizations about the formation of past tense in English through the use of 'cutted'.

developing an understanding of the subject-verb-object structure of English sentences, for example, 'she cutted it'

confidence to produce the language, something that was not as evident earlier in the unit



# Perceived benefits for all learners

*With our work on persuasive writing, we did some work on modality and really that is something that as you become a more experienced writer comes quite naturally. But I think we've introduced quite a difficult concept at quite a young age, but because we've done it in a really explicit way, the children now are thinking so much more about their writing and are producing better quality writing and the writing process has become a lot more self conscious almost instead of a natural thing - they are really thinking.*

(Year 3/4 teacher)

<b>Structure</b>	<b>Joint construction</b>	<b>Language choices</b>
<b>Arguments with supporting evidence</b>	<p>The reason we <b>should</b> not take away the Olympic Cauldron is because it means a lot to people around the earth. <b>Plus</b>, if we take away the cauldron there <b>would</b> not be a torch relay.</p> <p>WHY THE ALIENS <b>SHOULD</b> NOT ZAP THE CAULDRON TO LIGHT IT.  <b>If</b> the aliens zap the cauldron to fire the whole stadium <b>could</b> explode, and people <b>could</b> die!!!</p> <p>The Olympic flag <b>must</b> stay the same because the Olympics has <u><b>absolutely</b></u> nothing to do with aliens and space ships, and <b>if</b> we were to have anything similar to that we <b>would</b> have cars and humans!</p> <p><b>If</b> we didn't have a torch relay little kids at home <b>won't</b> be able to say mummy who's that Olympic hero and learn more about the Olympic athletes, because there <b>won't</b> be a Olympic hero to hold the torch!!!</p>	<p><b>conjunctions/ connectives (addition)- plus (causal)- if, because</b></p> <p><b>modal verbs- should, must, would, could, won't</b></p> <p><b>conjunction</b></p> <p><b>modal adverb- absolutely</b></p>



# Collaborative knowledge and practice

*The teachers are also sharing what they are doing not only with each other but also across the school and across our network. They're talking about what they're doing, how it's working, why they think it's working and teachers are team teaching and using those ideas and activities. They have done a staff presentation and produced a lot of handout material for every teacher. They've become a resource for the school. It's become a whole school program and it's developing strategies which are helping us with our literacy support program as well.*

*(Principal)*



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# Teaching ESL students in mainstream classrooms



## A tale of two teachers